

## Report Context

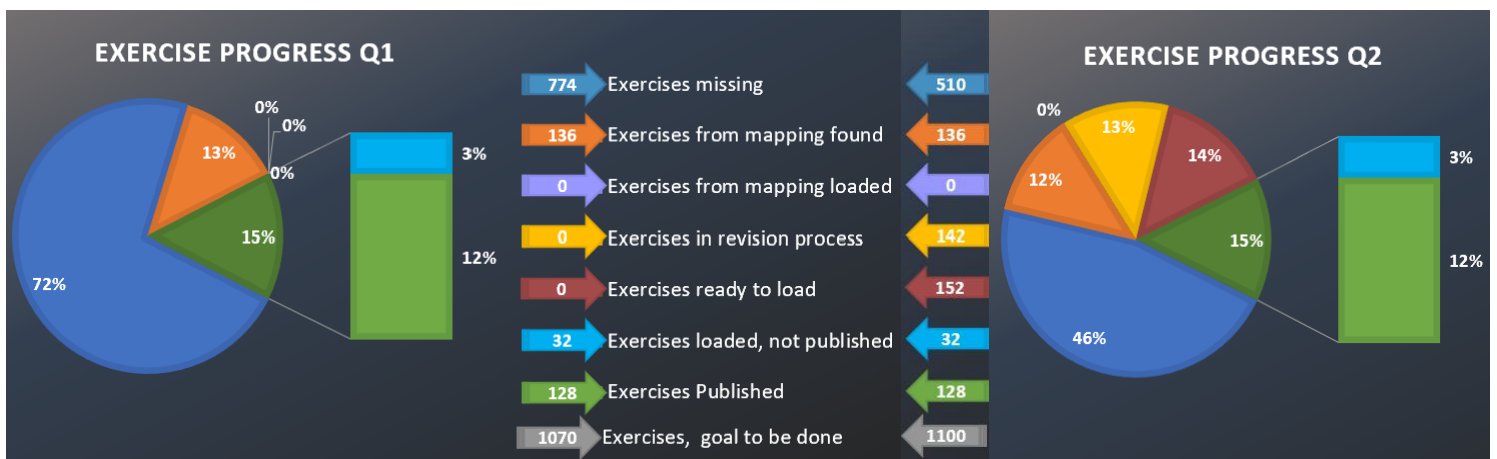
After Mariela's February trip to the states we retrieved the new content that Learning Equality shared with us during their fall visit, 15 new channels. Edel transferred this content onto several USBs and on our last day together we distributed it as work in case we did not return soon. Unbeknownst to us then, this key step set up the team for our work in quarter 2. Most of it focused on developing the CREE channel from the Honduran textbooks, new channels and other external resources. We have had limited physical contact with our programs through our grant tablet and LEGO robotics distributions. As the pandemic has progressed, we also successfully delivered a second round of new content, downloaded by Edel, to our team.

## Quarter 2 (April-June)

### CREE Channel Content Development (refer to excel document for more details)

Overall, our channel advancement has been a team effort as each member played a role in every aspect of development, even our student worker. We dove into what we previously had limited time for as we make the channel more interactive and comprehensive, keeping in mind our audience and their feedback. We continue adding more channels and resources to our toolbox with the final goal of making the CREE channel a one-stop shop in the future.

We had two big accomplishment this quarter. One, was the amount of questions we converted from static content to interactive and are ready to upload onto Kolibri Studio. Edel is working with Learning Equality on the coding needed for the next step. Two, was our ability to acquire: an updated Khan channel (we were still using 5 of 11!) and the approved Honduran Social Science textbooks, increasing our goal to be done (in graph). This will enable the team to continue the CREE channel development and aim for a beta release soon. Below are two graphs with the progress from quarter 1 and then quarter 2 followed by some highlights.



#### ➤ Ready to load

- 152 converted science textbook exercises (approx. 5 – 10 questions per exercise)

#### ➤ In revision process

- 142 converted science textbook exercises (approx. 5 – 10 questions per exercise)
- 7 exercises created from HelloEnglish videos (20 questions per exercise)

➤ **Curriculum mapping found**

- Social studies content from available channels that complement Honduran texts
- Social content available from 15 new channels

**Teacher Collaboration:** Our team recognizes the channel completion is a big project and considering the resources we have within our communities, namely our teachers. We have established partnerships with 8 teachers, including some STAR teachers, who are going above and beyond to assist students in these trying times. We hope these teachers will continue helping us create a diversity of interactive content and mapping new content to the curriculum.

**Equipment Distribution**

In our last report was a preview of the android grant tablets deployed to our bilingual 7<sup>th</sup> graders and scholarship students, all completed in our second quarter. Edel has been providing technical support to these students since then. We also deployed another 3 tablets for one of our STAR teacher’s students yielding a total deployment of 63 tablets as of July 1<sup>st</sup>. We have also been notified that the Physics Olympics were cancelled, and the Math Olympics are proceeding virtually. We continue exploring ways to support independent student learning and deployment of our remaining tablets even as pandemic travel restrictions fluctuate daily.



**STAR teacher Marvin (Magdalena) picking up grant tablets for his students**



**Scholarships students working on their grant tablet.**

**Kolibri Usage Forms** (refer to excel document for more details)

Collecting usage reports is difficult to achieve with 100% effectiveness. With classes continuing virtually, our program schools are scarcely able to use their Kolibri equipment without presentation or tablet mode accessible. Because of this our usage forms have shifted to mainly coming from our tablet grant users. With this program we created new usage forms to facilitate easy tracking for students, who typically do not have this role. We also added a “diary” to log titles of content viewed, since this information is not concisely stored in Kolibri.

With this android version, students have the choice to freely spend time learning with their tablets. It is a tool that can truly support a student’s learning. However, there are always

circumstances that are beyond our control and these came up in the process of collecting the usage forms. Some must do daily chores for their homes to function, some help with crops that ensure their livelihood, and in extreme cases some work to buy food. Yet, it is also good to highlight the students striving to study, being responsible with homework, using the tablet (see pictures above), and sending the usage reports monthly. We know it is a process; students must adapt to this new learning system. Our students are still teenagers learning to manage their time. As this is our first full month with the program, we are happy with their collaboration and hope they will keep taking advantage of this resources for their learning.

### Lego Robotics

Every day, we strive to fulfill our mission of providing STEM education to our youth. In 2018 we had four teams enroll in our regional Lego competition and the in 2019 we had seven. For 2020, we had established a teacher-led event committee, with plans to equip more teams with kits, and support a regional competition with nine teams. Due to the pandemic we fear there are minimal chances of it happening. Nonetheless, we heard from our coaches that student's spirit for learning were burning which motivated us to do something. We distributed kits to those teams willing to keep learning in small groups while following safety regulations and gave coaches strategies to implement for continued learning. Four Lego kits were given, and we are very excited to begin this new stage of learning robotics at home!



### Increasing Literacy

Honduras has not given reading the importance it deserves. We are trying to instill reading as a habit in the youth of *La Frontera* through several initiatives. We know it will take a while to accomplish this dream, but one day we will see the seed sprout. We have already gotten some experience on this from the reading contest at our bilingual school in 2019, but still need more to learn. As a result, this past quarter we began working on several initiatives.

**Digital Libraries:** With the help of Dr. Dick we populated 4 new channels with English & Spanish, e-books and audiobooks. In addition, with Learning Equality's help another channel was created

with more than 1,000 Spanish e-books. Our goal is to sort these libraries by reading level and eventually distribute them to any school or municipal library interested. Thank you to ex-volunteer, Sandra Carey, we had one tool to determine Lexile scores. However, the process was lengthy for Spanish books without one, as we utilized an online Spanish text analyzer. At the end of this quarter 1,132 books out of 1,490 have been assigned a reading level.

**Reading program:** We originally planned a pilot reading contest that would span our 7 municipalities alongside the one at our bilingual school. Limited by no in-person instruction we decided to modify it. Within the grant tablets distributed in May our team loaded books, making for a smaller reading program with a total of 60 participants. Nely teamed-up with our scholarship coordinator, Damaris, reached out to teachers and parents to pitch this initiative and with positive feedback started on June 20<sup>th</sup>. Books are assigned and a short evaluation will be conducted virtually to ensure comprehension. Nely maintains communication with the 7<sup>th</sup> graders and Damaris with her scholarship students. We hope to have more details on how this program is advancing in the next quarter!

### Other Team Advancements in Q2

- ❖ Compiled and analyzed yearly StS pre-test scores for the BLS students
- ❖ Called our 7 municipal education directors to update them on any work we have been doing with the schools under their jurisdiction
- ❖ Called the new department education director to introduce our organization, our work and our collaborations with the Ministry of Education
- ❖ Prepared an internship plan for 3 leadership center ladies at the BLS, post-pandemic
- ❖ Gathered needs for social content from community members
- ❖ Published 5 posts on the CREE blog
- ❖ Published 9 updates on our CREE Facebook page
- ❖ Team members celebrated work anniversaries with CREE at the end of quarter 2, Congrats team!
  - ☺ Nely Vasquez & our student worker, Beronica → 6 months
  - ☺ Minsis Ramos → 1 year
  - ☺ Edelberto Andino → 2 years
  - ☺ Mariela Rodriguez → 2 years